**DAVID SCHWARZER, Ph.D.**

**Full Professor**

**Teaching and Learning**

**College of Education and Human Services**

**Montclair State University**

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 EDUCATION

Degree Institution Date Major

**Ph.D.** University of Arizona 1996 Language Reading

and Culture

**M.A.**  Tel-Aviv University 1990 Counseling & Literacy

**Teaching Certificate**  Tel-Aviv University 1987 Philosophy

**B.A.**  Tel-Aviv University 1986 Counseling

 PROFESSIONAL EXPERIENCE

**Academic appointments:**

**Full Professor** – (2016 to Present)

**Acting Doctoral Program Director –**

**Family Science and Human Development** (2019 - 2020)

**Associate Professor –** (2006 - 2016)

**Chairperson -** (2009 – 2013)

Department of Teaching and Learning

College of Education and Human Services

Montclair State University - NJ

**Associate Professor,** (2006 – 2009)

Curriculum and Instruction, Reading

Early Childhood/Elementary Education

The University of Alabama, Birmingham

**Assistant Professor**, (1999-2006)

Curriculum and Instruction, Multilingual Studies

The University of Texas – Austin.

**Director**, (1997-1999)

Center for Multiliteracy Development,

Kaye College – Beer Sheva, Israel.

**Assistant Professor**, (1995-1997)

Curriculum and Instruction, School of Education,

The University of Missouri - Kansas City, MO.

**Graduate Teaching Assistant**, (1992-1995)

Judaic Studies, The University of Arizona, Tucson, AZ.

**Lecturer**, (1988-1992)

Bet Berl Teachers College - Kfar Saba, Israel.

**Lecturer**, (1987-1989)

Levinsky Teachers College - Tel-Aviv, Israel.

**Administrative appointments:**

**National Superintendent** (1997-1999)

Literacy Development, Basic Skills Department,

Ministry of Education – Jerusalem, Israel

**Principal**, (1991-1992)

Bialik Elementary School - Tel-Aviv, Israel

**Educational Counselor**, (1986-1989)

Miftan Junior High School - Hertzlyia, Israel

**Other Employment Experiences:**

**Military Specialization**:

**Director**, (1989-1991)

Literacy Education Unit - Israeli Defense Force Ramat Gan, Israel

SCHOLARSHIP, PUBLICATIONS AND RELATED ACTIVITIES;

 Books, monographs and edited volumes

8. **Schwarzer, D.** & Cedeno D. (Eds) *Working with Latinx Communities, Families and*

*Individuals: A Translingual Approach.* Kendall Hunt Publishers (contract signed – anticipated publication date Fall 2023)

7. **Schwarzer, D.**, Petrón, M & Larrotta, C. (Eds) (2021). *Bilingualism and Bilingual Education:*

*Conceptos Fundamentales.*  Peter Lang Publishing (167 pages)

6. **Schwarzer, D.** & Grinberg, J. (Eds) (2018). *Undertanding Glocal Contexts: What Every Novice Teacher Needs to Know*. Kendall Hunt Publishers (250 pages)

5. **Schwarzer, D.** & Grinberg, J. (Eds) (2017). *Successful Teaching: What Every Novice Teacher Needs to Know*. Rowman and Littlefield (340 pages)

4. **Schwarzer, D**. & Bridglall, B. (Eds.) (2015). *Promoting global competence and social justice*

 *in teacher education: Successes and challenges within local and international contexts.*

Lanham, MD: Lexington Book Publishers (332 pages)

3. **Schwarzer, D.,** Petron, M. & Luke, C. (Eds.) (2011) *Practice Informing Research – Research Informing Practice: Innovative Teaching Methodologies for World Language Educators* (Vol. VII).Greenwich, CT: Information Age Publishing, Inc. (238 pages)

2. **Schwarzer, D.,** Bloom, M., & Shono, S. (Eds.). (2006). *Research as a tool for empowerment: Theory informing practice* (Vol. IV). Greenwich, CT: Information Age Publishing, Inc. (484 pages)

1. **Schwarzer, D.** (2001). *Noa's ark: One child's voyage into multiliteracy*. Portsmouth, NH: Heinemann. (100 pages)

Refereed Articles Published:

18. Kwon, D. Y & Schwarzer, D. (2023). Inventing an Academic Translingual/Transcultural Safe Space for International Graduate Students: Our Personal Journey. *International Journal of Higher Education Vol. 12 No.1 96-104* [*https://www.sciedupress.com/journal/index.php/ijhe/article/view/23025/14541*](https://www.sciedupress.com/journal/index.php/ijhe/article/view/23025/14541)

17. Cedeno, D. & **Schwarzer, D**. (2022). Latina faculty developing a bilingual family studies

class at a newly designated Hispanic serving institution: “these are safe spaces” *Race ethnicity and Education, 1-19.* <https://www.tandfonline.com/doi/full/10.1080/13613324.2022.2115090>

16. **Schwarzer D**. & Acosta, C. (2015) “Two Activities for Multilingual Students Learning in

 Monolingual Classrooms.” *Journal of Multilingual Education Research,* 5(6), 93-110.

# 15. **Schwarzer, D**. & Bloom, M. (2011). “A Spectrum of situatedness for world language

educators: A Self-Assessment tool.” *GIST- Education and Learning Research Journal, No. 5,* 180-201.

14. Rubio, F. & **Schwarzer, D**. (2011) “Teaching practices in order to promote oral interaction: Pre-service teachers’ reflections.” *BRICS Journal of Educational Research,* 1(2), 67-73.

13. Bloom, M.; **Schwarzer D.** & Schwarzer, T. (2007). "Thinking and Acting

Locally:  Taking Language Learning Beyond the Classroom." *Texas Papers in Foreign Language Education, 7(3),* 30-45.

12. **Schwarzer, D.** & Ferguson, D. (2007). DIBELS and English Language Learners: An

 analysis of the ‘Scientifically Based Research’ behind the test. *Bilingual Basics, 7(2),*

75-79.

11. **Schwarzer, D.** (2006). Monolingual TESOL Teachers Fostering Students’ Native

Literacies. *Bilingual Basics, 8(2), 35-36*.

10. **Schwarzer, D.**, & Petrón, M. (2005). Heritage language instruction at the college level: Reality and possibilities. *Foreign Language Annals, 38(4),* 568-578.

9. **Schwarzer, D.** (2004). Student and teacher strategies for communicating through dialogue journals in Hebrew: A teacher/research project. *Foreign Language Annals, 37*(1), 77-84.

8. **Schwarzer, D.** (2003). A qualitative assessment of a foreign language whole language class. *Foreign Language Annals, 36*(1), 77-85.

7. **Schwarzer, D.**, Haywood, A., & Lorenzen, C. (2003). Fostering multiliteracy in a linguistically diverse classroom. *Language Arts, 80*(6), 453-460.

6. **Schwarzer, D.**, Larrotta, C., & Zub, V. (2002). Creating an innovative English as a second language in the workplace program. *Texas Papers in Foreign Language Education, 7*(1), 151-163.

5. **Schwarzer, D.** (2001). Whole language in a foreign language class: From theory to

practice. *Foreign Language Annals, 34*(1), 52-59.

4. **Schwarzer, D.** & Luke, C. (2001). Inquiry cycles in a whole language foreign language class: Some theoretical and practical insights. *Texas Papers in Foreign Language Education, 6*(1), 83-99.

3. **Schwarzer, D.**, Kahn, R. E., & Smart, K. (2000). Learning contracts and team teaching in a university ESL writing class. *The Internet TESL Journal* (Vol. VI, No.10). <http://www.aitech.ac.jp/~iteslj/Articles/Schwarzer-Contracts.html>

2. Lanteigne, B., & **Schwarzer, D.** (1997). The progress of Rafael in English and family

reading: A case study. *Journal of Adolescent & Adult Literacy, 41*(1), 36-45.

1. **Schwarzer, D.** (1995). Whole language: Teaching and learning a foreign language

(Hebrew). *Written Thoughts, 12-13*, 32-45.

Book Reviews

1. **Schwarzer, D.** (2015, Winter). Review of the book *Promoting teacher reflection in Second*

*Language Education: A framework for TESOL professionals* by Farrell, T. *Modern Language Journal,* 99(4), 797-798.

Non-refereed Articles published

1. **Schwarzer, D.** (2000). Literacy in a computer supported environment (Hebrew). *Golshim Bakesher, 6* (March), 4-5.

Book Chapters:

**24. Schwarzer, D., Petr**ó**n, M. & Larrotta, C. (2021). “Conclusion.” In Schwarzer, D.**, Petrón,

M. & Larrotta, C. (Eds) (2021). *Bilingualism and Bilingual Education: Conceptos Fundamentales. (pp. 155 – 161).*  Peter Lang Publishing.

**23. Schwarzer, D.** & Caswell, L. M. (2021). “Translingüismo for the bilingual teacher:

Phenomenon, ideology y estrategia en el salón de clase.” In **Schwarzer, D.**, Petrón,

M. & Larrotta, C. (Eds) (2021). *Bilingualism and Bilingual Education: Conceptos Fundamentales. (pp. 81-96).* Peter Lang Publishing.

**22. Schwarzer, D., Petr**ó**n, M. & Larrotta, C. (2021). “Introduction.” In Schwarzer, D.**, Petrón,

M. & Larrotta, C. (Eds) (2021). *Bilingualism and Bilingual Education: Conceptos Fundamentales. (pp.1-6).* Peter Lang Publishing.

**21. Schwarzer, D. & Grinberg, J. (2018). “Introduction.” In Schwarzer, D.** & Grinberg, J.

(Eds) (2018). *Undertanding Glocal Contexts: What Every Novice Teacher Needs to Know*. *(pp. XI – XIV).* Kendall Hunt Publishers.

**20. Schwarzer, D. & Kopczynski, M.S. (2018). “From bilingual, to English only, to**

**multilingual? Making a case for a language policy towards translingualism. In Schwarzer, D.** & Grinberg, J. (Eds) (2018). *Understanding Glocal Contexts: What Every Novice Teacher Needs to Know*. *(pp.30-47).* Kendall Hunt Publishers.

**19. Baglieri, S., Abuabasa, D., Cahill, E.H., LaChan, V. H., Matyas, J. Oliveros, E.P.,**

**Schwarzer, D. & Summer, L.M. (2018). “Disability and inclusive education: Changing perspectives.” In Schwarzer, D.** & Grinberg, J. (Eds) (2018). *Undertanding Glocal Contexts: What Every Novice Teacher Needs to Know*. *(pp.168-181)* Kendall Hunt Publishers.

**18. Schwarzer, D. & Grinberg, J. (2018). “Conclusions.” In Schwarzer, D.** & Grinberg, J.

(Eds) (2018). *Undertanding Glocal Contexts: What Every Novice Teacher Needs to Know*. *(pp.222-226).* Kendall Hunt Publishers.

17. **Schwarzer, D.** & Grinberg, J. (2017). “Introduction.” In **Schwarzer, D.** & Grinberg, J.

(Eds) (2017). *Successful Teaching: What Every Novice Teacher Needs to Know*. Rowman and Littlefield

16. Grinberg, J., **Schwarzer, D.** & Molino, M. (2017). “Creating a dialogical learning

community to promote dialogical teaching and learning.” In **Schwarzer, D.** & Grinberg, J. (Eds) (2017). *Successful Teaching: What Every Novice Teacher Needs to Know*. Rowman and Littlefield

15. **Schwarzer, D.** (2017). “Using the Master Checklist in a Masterful Way.” In **Schwarzer, D.**

& Grinberg, J. (Eds) (2017). *Successful Teaching: What Every Novice Teacher Needs to Know*. Rowman and Littlefield

14. **Schwarzer, D.** (2015)“Emergent literacy development in a globalized learning community – A case for emergent transliteracy development” In **Daniel**, M.C. & Ed. D. & **Mokhtari**, K. (Eds) *Using Research to Improve the Quality of Instruction for ELs in Mainstream Classrooms*. *(pp. 187-201).* Rowman & Littlefield Publishers.

13. **Schwarzer, D.** & Bridglall, B. (2015) Introduction. In **Schwarzer, D**.

 & Bridglall, B. (Eds). *Promoting global competence and social justice in*

*teacher education: Successes and challenges within local and international contexts.* *(pp. 1-18)*. Lanham, MD: Lexington Books Publisher.

12. **Schwarzer, D**. & Bridglall, B. (2015) Conclusion. In **Schwarzer, D**.

 & Bridglall, B. (Eds). *Promoting global competence and social justice in teacher*

*education: Successes and challenges within local and international contexts. (pp. 299-308)*. Lanham, MD: Lexington Books Publisher.

11. **Schwarzer, D.** & Fuchs M. (2014) Monolingual Teacher Candidates Promoting

Translingualism. In Freeman, D. & Freeman, I. (Eds) *Research on Preparing Preservice*

*Teachers to Work Effectively with Emergent Bilinguals (Vol 21,* pp. 89-112 Bingley, UK:

Emerald Group Publishing Limited.

10. **Schwarzerd, D.** (2011). Inventing a whole language world language learning community. In

**Schwarzer, D.,** Petron, M. & Luke, C. (Eds.) *Practice Informing*

*Research – Research Informing Practice: Innovative Teaching Methodologies for World*

*Language Educators (Vol. VII*, *pp.143-162).* Greenwich, CT: Information Age Publishing, Inc.

9. **Schwarzer, D.**, Petron, M & Luke, C. (2011). Introduction.In **Schwarzer, D.,** Petron, M. &

Luke, C. (Eds.) *Practice Informing Research – Research Informing Practice: Innovative*

*Teaching Methodologies for World Language Educators (Vol. VII*, *pp. xiii - xxii).*

Greenwich, CT: Information Age Publishing, Inc.

8. **Schwarzer, D.**, Petron, M & Luke, C. (2011). Conclusion. In **Schwarzer, D.,** Petron, M. &

Luke, C. (Eds.) *Practice Informing Research – Research Informing Practice: Innovative*

*Teaching Methodologies for World Language Educators (Vol. VII*, *pp. 201-212).*

Greenwich, CT: Information Age Publishing, Inc

7. **Schwarzer, D.** (2009). Effective community building practices in adult ESL

classrooms. In C. Larrotta and A. Brooks (Eds), *New Directions for Adult and
Continuing Education: Bringing community to the Adult ESL Classroom (pp. 25-33).* Jossey-Bass Publishers

 6. **Schwarzer, D.** (2007). Monolingual teachers fostering students' native literacies. In P. Martens & Y. Goodman (Eds.), *Critical issues in early literacy development: Research and pedagogy* (pp. 111-122). Mahwah, NJ: Lawrence Erlbaum Associates.

5. **Schwarzer, D.**, Bloom, M. & Shono, S. (2006) Introduction. In D. Schwarzer, M. Bloom &

S. Shono (Eds). *Research as a Tool for Empowerment: Theory Informing Practice (Vol*

*IV*, *pp. xv-li).* Greenwich, CT: Information Age Publishing, Inc.

4. **Schwarzer, D.**, Bloom, M. & Shono, S. (2006) Empowerment through research: Future

directions. In D. Schwarzer, M. Bloom & S. Shono (Eds). *Research as a Tool for*

*Empowerment: Theory Informing Practice (Vol IV*, *pp. 331 - 348).* Greenwich, CT:

Information Age Publishing, Inc

3. **Schwarzer, D.** (2006). Noa’s ark is resting: insights from a multiliterate child’s journey. In D.

Schwarzer, M. Bloom & S. Shono (Eds). *Research as a Tool for Empowerment: Theory Informing Practice (Vol IV*, pp. 221-244*).* Greenwich, CT: Information Age Publishing, Inc.

2. **Schwarzer, D.** (2001). El lenguaje integral y el aprendizaje y enseñanza de lenguas extranjeras. In A. Osuna (Ed.), *Homenaje a Yetta y Kenneth Goodman: Sus alumnos y sus trabajos* (Vol. 1, pp. 32-43). Mérida: Venzuela: Editorial Venezolana C.A.

1. **Schwarzer, D.**, Nidam, M., & Perez, D. (2000). *Almost everything about whole language* (Hebrew). In Z. Valden (Ed.), *Word of action: Whole language - north and south of Israel* (pp. 26-40). Tel-Aviv, Israel: Yesod.

Conference Proceedings:

1. Kahn, R. E., **Schwarzer, D.**, & Smart, K. (1997). *Linking whole language and chaos and complexity theory: A teacher research perspective.* Paper presented at The Fourth International Conference on Teacher Research, Evanston, IL: National Louis University.

Educational materials, reports and position statements**:**

1. Brisk,M., Cary,S., DaSilva Iddings, A.C., Dong, Y.R., Escamilla, K., Franquiz, M., Freeman,

D., Freeman, Y., Matsuda, P.K., Ortmeier-Hooper, C., Schwarzer, D., &Van Sluys, K. (2006). *NCTE Position Paper on the Role of English Teachers in Educating English Language Learners (ELLs).”* <http://www.ncte.org/positions/statements/teacherseducatingell>

2. Artzi, B., Badash, Y., Bukshpan, E., Gavia, N., DeBer, Z., Wolf, D., et al. (1999). *Literacy capabilities in first grade: Expected outcomes (Hebrew)*. Jerusalem, Israel: Ministry of Education.

3. Valden, Z., Artzi, B., Sarid, E., Meirav, N., **Schwarzer, D.**, & Orpali, E.(1988). *The center for the development of language skills: Principles, goals and implementation (Hebrew).* Kfar Saba, Israel: Beit Berl.

**SCHOLARSHIP IN PROGRESS**

**Da Yeon & Schwarzer (submitted for publication)**

**Schwarzer, D**., Cedeño, D., Andrade, G. Barrios, V., & Goldfarb, K.P. (in Preparation).

Inventing a Translingual Latin@ Family Class – Challenges and Opportunities*.*

Barrios, V.R., **Schwarzer, D.,** Andrade, G., Cedeno, D., Goldfarb, K.P. (In preparation). Identity framing and reframing: Insights while teaching and researching in a translingual Latino family class (TLFC)

Cedeno, D., **Schwarzer, D.,** Barrios, V.R., Andrade, G., Goldfarb, K.P. (In preparation). Methodological insights in researching a translingual family studies class

Andrade, G., **Schwarzer, D.,** Barrios, V.R., Cedeno, D., Goldfarb, K.P. (In preparation). Curriculum insights in teaching a translingual Latino family class (TLFC)

GRANTS

1. **Schwarzer, D.** (Senior Personnel) *Build & Broaden Conference: The Long-Term Impact of*

*COVID 19 on Latino Communities in the Tri-State Area*. National Science Foundation (N.S.F.) 2020. Total funds: $84,000.

2. **Schwarzer, D.** (Director) *Pre-College Access Institute*. Walmart 2021. Total funds: $150,000

3. **Schwarzer, D.** (Director) *Hispanic Student College Institute*. State Farm 2017-2021.

Total Funds: $50,000

4. Goldfarb, K, Lejter, N. & **Schwarzer, D.** (co-P.I.) Reverting Retention Trend, Lowering Time

to Completion, and moving students to Graduate and Professional Student Pathways Through Strengthening the Sense of Belonging. Letter of Intent, 2019 (Not Granted)

5. **Schwarzer, D**. (Co - P.I.) *Distinguished Fulbright Awards in Teaching Program*, 2014. (Not Granted)

4. **Schwarzer, D**. (Co - P.I.) *Distinguished Fulbright Awards in Teaching Program*, 2013. (Not Granted)

5. **Schwarzer, D.,** Willis, J. & Price Rom, A. (P.I.) *Creating a Virtual Consortium for Internationalizing Teacher Education Programs Worldwide.* Letter of Intent, 2014 (Not Granted)

AWARDS AND RECOGNITION

**INTERNATIONAL**

**Fulbright Scholar Award,** (Spring 2019)

Universidad de San Andres, Buenos Aires, Argentina

Developed and taught a class on Action research for students in their Master’s program. I also conducted several workshops for the Ministry of education at the national and state level and the bilingual Spanish Chinese public school in Buenos Aires.

*As part of this award, I developed and taught a master level class to education majors at the Universidad de San Andres; I developed and delivered a workshop for professors about curriculum development in general and syllabus development in particular; I developed and delivered several presentations and workshops on topics such as methods of teaching second languages, translingualism, Action research, etc. I was also able to participate and collaborate with several practitioners interested in multilingual education with “pueblos originarios” (indigenous groups) in Argentina.*

**Fulbright Specialist Roster Recipient,** (August 24 to September 10, 2016)

Higher School of Economics Perm, Perm, Russia

Workshop on Curriculum Development, Workshop on Academic Oral Presentations in English, workshop on teaching English as a Foreign Language, and Lecture to Perm Minister of Higher Education and seven rectors from the area higher education institutions.

*As part of the Fulbright competition, I applied and was granted the opportunity to develop and deliver a one-week workshop for professors at Higher School of Economics – in the area of curriculum development in general and syllabus development in particular. Moreover, I developed and delivered a workshop for TESOL teachers in the Perm region about second language acquisition.*

**Invited Speaker,** (March 25 – 28, 2015)

TESOL International Conference, Toronto - Canada

Transnational Refugees Colloquium

*Developing and delivering a paper about English Language Teaching for refugee children in Israel – a paper designed to compare and contrast the experiences of refugee students in Bialik Primary School in Tel-Aviv (where I was a principal of the school in 1992) to the present situation.*

**Tea with Distinguished TESOLers,** (March 25 – 28, 2015)

TESOL International Conference, Toronto – Canada

Bilingual, Multilingual, Transligual: What is the difference?

*Developing and delivering an informal workshop on current research on the topic of translingualism and its implications to the future of TESOL practitioners and researchers.*

**Workshop Presenter,** (January 2015)

Fulbright Visiting Researchers Program, New York, NY

*Developing and facilitating a panel discussion for all Fulbright Visiting Researchers in the New York/New Jersey. The panel goal is to help participants reflect on the overall impact of the Fulbright experience and to plan how to disseminate them once they return to their home country.*

**Workshop Presenter,** (August 2012 to present)

Fulbright Faculty Development Program, New York, NY

*Developing and delivering a two-day workshop for all incoming Russian Fulbright Faculty Development Program recipients on syllabus and curriculum development before their assignments in the USA (first week of August).*

**Workshop Presenter**, (January 2013 to present)

Fulbright Faculty Development Program, New York, NY

*Developing and delivering a two-day concluding workshop for all Russian Fulbright Faculty Development Program recipients on syllabus and curriculum development before their return to Russia (First week of January).*

**Closing Keynote Speaker,** (12/13/13)

Foreign Language Teaching Assistant Mid Year Conference – Fulbright, Washington, DC

*Developing and delivering the closing Keynote presentation about “Promoting cross-linguistic and cross-cultural understanding in the foreign language class” for all Fulbright Foreign Language Teaching Assistants in the country (around 1300).*

**Featured Speaker**, (5/13)

Research Into Practice Session – International Reading Association

*Developed and delivered a paper on Literacy Development for ELL students in mainstream classroom.*

**Alternate Board Member,** (2012)

International Reading Association (IRA)

*Selected to be an alternate board member for the association (in case a board member cannot complete the term) after an arduous nominating, interviewing and voting process.*

**Vice-president (nominated),** (2008)

National Council of Teachers of English (NCTE)

*Selected as one of the three candidates from the Elementary Education Section of the organization* - Not elected for the position.

**Keynote speaker**, (February, 2003)

Congreso Innovaciones Educativas de las Américas; Ministry of Education of Nuevo Leon: Monterrey, México.

*Presentation for 1000 teachers alongside Rigoberta Menchú, recipient of the Nobel Prize for Peace.*

**Keynote speaker**, (April, 2002)

National Jewish Education Agency, San Paulo, Brazil

**Keynote speaker**, (June, 2000)

Secretaría de Educación Pública, Monterrey, México

**Keynote speaker,** (June, 1997)

National Jewish Education Agency, Buenos Aires, Argentina

**Keynote speaker**, (December, 1997)

Second Annual Conference: Basic Skills Department, Ministry of Education Jerusalem

**NATIONAL**

**Outside Reviewer for Tenure and Promotion Files**

(2012) – Queens College (Dr. Darwin – from Assistant to Associate Professor with tenure)

(2013) – Hunter College (Dr. Ebe – from Assistant to Associate Professor with tenure)

(2014) – Drake University (Dr. Sazawa – from Assistant to Associate professor with tenure)

(2015) – TESOL reference for Board member election (Dr. David Freeman)

(2020) – University of Connecticut (Dr. Moss – from Associate to Full Professor)

**Board Member,** (2012 to present)

Teaching the World Forum – Rutgers University

*Invited to become a founding board member of this organization to promote world minded education in K-20 learning communities.*

**Invited Member,** (2014 to present)

The League of Global Scholars

*Invited among all the scholars of the tri-state area to become a founding member of this organization to promote education in a globalized world.*

**Special Summer Research Grant Application** (2005)

For “features of differentiation between English and Spanish in Early biliteracy development: an international perspective.” ($800 – The University of Texas - Austin)

**Vision Award** (2005)

For “Building a website to implement the use of Isight cameras in foreign and second language tutorials”. ($2475 – The University of Texas - Austin)

As a result of this grant I developed a website to encourage the use of Isight cameras as part of the required tutorials for the advanced methods class in foreign and second language education.

**Fast-Tex Award** (2004)

For “technology integration into the foreign second language class” ($1000 – The University of Texas – Austin)

As a result of this grant I am developing a website in order to encourage the use online web-cam-based tutorials to be included in the advanced methods of teaching Foreign and second language class (EDC 382S: methods of teaching foreign and second language II)

**Vision Award** (2004)

For “Isight cameras in foreign and second language tutorials”. ($2581.25 – The University of Texas – Austin)

As a result of this grant we developed a website in order to encourage the use of Isight cameras for the online tutorials required in the advanced methods of teaching Foreign and second language class (EDC 382S: methods of teaching foreign and second language II)

**Featured Speaker**, (January, 2003)

Whole language

Critical Issues in Early Literacy Development, The University of Arizona, Tucson, AZ.

**Keynote speaker**, (October, 2001)

Illinois Language and Literacy Council Annual Conference, Chicago, IL.

**Featured Speaker**, (July, 2001)

Whole Language Umbrella Conference, Chicago, IL.

**Dean’s Fellowship Award** (2002)

For “Features of Differentiation Between English and Spanish Emergent Biliteracy Development: an International Perspective”. ($3000 – The University of Texas - Austin)

As a result of this grant I was able to collect data in three different bilingual schools in Argentina and Mexico. Findings of this project were presented at last year American Educational Research Association.

**Certificate of Appreciation for Volunteerism** (2000)

For helping local community organizations with their English as a Second Language needs. Student Volunteer Board Honors; The University of Texas; Austin, TX

Scholarly Presentations

**International Presentations**

*7/3/13 “Our Future, Our Teachers:” A Critical Reading from Four Disciplinary Standpoints –* The 6th International Conference on Teacher Education – Jerusalem, Israel.

*7/4/13 Internationalizing Teacher Education and Human Services: A Glocal Critical Overview -* The 6th International Conference on Teacher Education – Jerusalem, Israel.

*30/6/11 Monolingual Teachers Fostering Multilingualism –* Bilingual Education in Latin America (Bilinglatam) – Oaxaca, Mexico

*2/ 07 Inquiry cycles in the whole language foreign language class* – International congress of professional development for teachers of English - Buenos Aires, Argentina

4/14/05 Discussant for the panel on “The Impact of Transnationalism in the “Education” of Latino Immigrants: Utilizing a New Lens for a New Generation of Migrants.” Hispanic Research Issues SIG, American Educational Research Association, Montreal, Canada.

4/13/05 “Features of differentiation between English and Spanish: a International perspective.” American Educational Research Association, Montreal, Canada.

6/28-29/00 Curso taller “La Lecto-Escritura en el Aprendizaje de Lenguas Extranjeras” - Secretaría de Educación, Subsecretaría de Educación Básica, Coordinación de Idiomas. Monterrey, México.

6/30-7/1/00 Workshop for ESL Teachers: *Literacy Development in a Second Language* - Universidad Autónoma de Nuevo León, Facultad de Filosofía y Letras, Secretaria de Departamento de Idiomas; Monterrey, Mexico.

5/2-7/99 “Hebrew as a Second Language in Mexico: A Critical Review.”

 - Universidad Hebraica; Mexico City, Mexico.

11/11/98 “Teaching and Learning Hebrew as a Second Language: A Whole Language Perspective.” - Vaad Hachinuch Hakehilati; Rio de Janeiro

Brazil.

1/22/98 “Whole Language in Hebrew and English: Challenges and Profits” - Tel-Aviv University; Tel-Aviv, Israel.

11/7-9/98 “Hebrew as a Second Language: Theory and Practice” -

A Comunidade Discutindo a Educacao; Encontro da Rede Judaica de Educacao; Sao Paulo, Brazil.

6/18-24/97 “Teaching and Learning Hebrew as a Second Language: Theory and Practice”, XX-XXI Seminario de Capacitación Docente, Vahad Hajinuj Hakehilati, Buenos Aires Argentina.

12/25/97 “Literacy Development in Multicultural Settings” - Emek Hayarden College; Emek Hayarden, Israel.

9/29/97 “Literacy and Culture” - Tel-Chai College, Kiriat Shmona, Israel.

7/10/96 “Parallel Development of Writing in Hebrew, English and Spanish in a Multilingual Child” - International Reading Association (IRA) Prague, Czech Republic.

3/7/96 “Piaget y Vygotsky y la Enseñanza de Segunda Lenguas” - Octavo Encuentro Nacional de Educación y Pensamiento, Universidad de Puerto Rico, Ponce, Puerto Rico.

9/8/96 “Parallel Development of Writing in Hebrew, English and Spanish in a Multilingual Child: a Sociohistorical Perspective” - Third Annual Meeting of the Sociocultural Theory and Second Language Meeting, San Juan, Puerto Rico.

7/19/94 “An International Forum: The Socio-Political Context of Literacy” - IRA (International Reading Association) Buenos Aires, Argentina.

7/21/94 “Whole Language in Foreign Language Learning in Different Contexts” - IRA (International Reading Association), Buenos Aires, Argentina.

**National Presentations:**

11/16 *Curriculum Insights in Teaching a Translingual Latino Family Class (TLFC)*. National Council on Family Relations, Minneapolis, MN.

11/16. *Identity Framing and Reframing: Insights while Teaching and Researching in a Translingual Latino Family Class (TLFC).* National Council on Family Relations, Minneapolis, MN.

11/16 *Methodological Insights in Researching a Translingual Family Studies Class*.

National Council on Family Relations, Minneapolis, MN.

14/11/12 – Making a case for translingual education – Puerto Rico TESOL.

7/7/11 - Promoting Multilingualism in the Maintream classroom – translingual education? - Conference on Rhetoric and Composition (With Mary Fuchs – MAT student) – Penn State University

6/2/10 NAFSA – Colloquium on Internationalizing Teacher Education Curricula (co-sponsored by AACTE). What can we learn from other systems of teacher preparation?

4/25/10 IRA – Institute – Fostering multilieracies through teacher investigative research: some practical ideas. (with Daniel, Smith, Taylor, Murillo, Liska-Carger & Cohen)

3/10 TESOL – Reimagining Advocacy for Bilingual Education (Panel presentation with the directors of the National Association for Bilingual Education NABE)

4/ 08 TESOL – Keynote in a professional panel of renowned names in the area of bilingual and multilingual education (Joshua Fishman, Skutnaab-Kangas, Ofelia Garcia, Jim Cummins, and David Schwarzer) New York.

3/07 “Preparing teachers of English Language Learners to work with ELL”s K-12” Tesol International – Seattle, WA.

11/07 “DIBELS and Second Language Learners in Alabama” – National Council of Teachers of English - New York

11/06 “The future is now: Improving instruction in foreign language classrooms through teacher-research projects.” American Council of Teachers of Foreign Languages – Nashville, TN

11/06 Monolingual teachers fostering multiliteracy - National Council of Teachers of English Nashville, TN

6/ 07 “Creating Learning communities: pre-service teachers as tutors.” - Believe to Achieve conference (National Urban Alliance) Birmingham, AL April 2007.

7/30/04 “Monolingual Teachers Fostering Multiliteracy: A Dream or a

Nightmare? - Imagining Multilingual Schools: an International Symposium. Columbia Teachers College, New York, NY.

6/6/04 “Panel on teacher research in foreign language education” National association of Teachers of Hebrew, Austin, TX.

11/18/01 “Conducting Research in and out of the Classroom.” American Council on the Teaching of Foreign Languages, Washington, DC.

2/23/01 “Biliteracy Development in Early Childhood.” National Association of Bilingual Education, Phoenix, AZ.

3/2/01 “Monoligual Teachers Fostering Multiliteracy.” Teaching English to Speakers of Other Languages, St. Louis, MO.

3/29/01 “To Be Or Not to Be Multiliterate: That’s the Question!” NCTE, Birmingham, AL.

6/3/96 “Diversity in a Foreign Language Class.” National Association of Professors of Hebrew (NAPH), Memphis, TN.

5/30/95 “Whole Language and Foreign Language Teaching/Learning.” NAPH (National Association of Professors of Hebrew). Orlando, FL.

**State Presentations**

6/6/15 Promoting global competence and social justice in teacher education: Successes and challenges within local and international contexts (With Alexandra Brown) – Rutgers University, New Brunswick, NJ “Teaching the World Forum.”

4/16/10 Reconceptualizing Linguistic Diversity in Globalized Learning Communities: Translingual Education? (with Shari Fidelman) – MSU “The work of school, university and Agency Leaders: A Global Perspective on working with Multicultural Populations.” Conference.

1/12/07 DIBELS and ELL in Alabama - Alabama Mississippi Tesol Organization (with Daniel Ferguson) Mobile, AL

6/07 Inventing Multilingual environments for ELL students (presentation with Helen Harris, Ellen Duncan, Tracy Phillips and Amber Garrett) – Midsouth Reading and Writing Institute.

6/07 Improving Literacy Practice through Teacher Research (presentation with Vilveca Bryant, Veronica Winn and Anita Jones) – Midsouth Reading and Writing Institute.

5/1/02 Monolingual Teachers fostering Students’ Native Languages. Southwest IRA, Dallas, TX.

7/21/02 “Cuadernos comunicativos en clases de lengua para alumnos

principiantes” - XI Encuentro de Profesores de Español para Hispanoparlantes; San Antonio, TX.

10/27/00 “Noa’s Ark: One child’s Voyage into multiliteracy.” Textesol, San Antonio, TX.

10/5/96 “Dialogue Journals in ESL.” MIDTESOL, Kansas City, MO.

6/5/96 “Whole Language and Second Language Learning.” Migrant-Esol-Bilingual State Conference: A Brilliant Blend, Wichita, KS.

5/4/96 “Multiliteracy Development in an ESL Classroom.” MIDTESOL (Midwest Teachers of English to Speakers of Other Languages); St. Louis, MO.

4/13/96 “Qualitative Documentation in Second Language Learning.” KATESOL (Kansas Teachers of English to Speakers of Other Languages); Emporia, KS.

6/10/94 “Whole Language and Bilingual Education.” AABE (Arizona Association of Bilingual Education); Tucson, AZ.

6/15/93 “The Development of Features of Differentiation Between

 English and Spanish.” AABE (Arizona Association of Bilingual Education). Tucson, AZ.

**Local Presentations**

5/4/01 “Inquiry Cycles in a Second Language Class.” 5th Annual Bilingual Conference, Austin, TX.

3/23/01 “Inquiry Cycles in a Whole Language Foreign Language Class.” TEXFLEC, Austin, TX.

10/27/00 Noa’s Ark: One child’s Voyage into multiliteracy. Textesol, San Antonio, TX.

9/23/00 “To be or not to be Multiliterate? That’s the Question!” Textesol III, St. Edward’s University, Austin, TX.

10/19/96 “Diversity through the Eyes of Children.” Greater Kansas City Association for the Education of Young Children (GKCAEYC), Kansas City, MO.

6/22/96 “Literacy and Play in the Multilingual Child.” Early Childhood Institute, University of Missouri-Kansas City, Kansas City, MO.

2/23/89 “The Writing System and its Transcription and Representational Meaning.” Conference on Literacy, Levinsky College; Tel-Aviv, Israel

TEACHING

**Dissertations Chaired (Doctoral – Montclair State University)**

1. Gloria Andrade (co-chair – with Dr. Goldfarb – 2018)
2. Diana Cedeno (co-chair – with Dr. Stewart – 2020)

**Mentoring students (Doctoral – Montclair State University)**

1. Erin Veloso (2020)

**Dissertations Chaired (Doctoral – The University of Texas - Austin)**

1. Petron, Mary (2003)

2. Bloom, Melanie (2004)

3. Kim, Sun Joo (2004)

4. Luke, Christopher (2004)

5. Shono, Sarah (2004)

6. Larrotta, Clarena (2005)

7. Graham, Leah (2006)

8. Garcia, Maria de la Paz (2007)

**Dissertation Committee Member (Doctoral)**

11 students at UT Austin

**Montclair State University** – Ching-Ching Lin

**University of Utah** – M. Garrett Delavan

**Theses Chaired (Masters – The University of Texas - Austin)**

1. Kim, Sun-Joo (2000)

2. Stone, Jennifer (2000)

3. Lorenzen, Charla (2001)

4. Haskins, John (2002)

5. Pollock, Pamela (2002)

6. Pothina, Jada (2002)

7. Keil, Darenda (2003)

8. Kim, Hyun-Ha (2004)

Montclair State University

**CURR 509 Socio-cultural Perspective in Teaching and Learning:** This graduate level course examines the qualities of teachers, teaching, and schooling that foster the learning of students from diverse social and cultural backgrounds. Students in the course use various socio-cultural perspectives to explore the ways in which experiences of socialization shape perceptions of oneself and others. They reflect on their own beliefs and assumptions about their socio-cultural identities and how they have been shaped through experience. Students also examine the nature and impact of the increasing social and cultural diversity in K-12 schools, focusing on the experiences of socially and culturally diverse students in the United States. They investigate ways of teaching all children successfully and of developing positive relationships among teachers, parents, and children across diversity. They reflect on their capacity to bring about educational change that promotes educational equity and affirms diversity. Students develop a community study as well as a linguistic landscape project through a Ning (for more information – please visit: <http://translingualism.ning.com>)

**CURR 450/451 Teaching For Learning I & Fieldwork:** This undergraduate level course investigates democratic classroom practice by focusing on curriculum development, creating a positive climate for learning in their classrooms, and choosing appropriate teaching strategies and assessments to create successful learning experiences for their students. This is the first course in a two-semester sequence (CURR 451, CURR 452) in preparation for student teaching and the beginning of the students' professional careers in teaching.

This field-based course is specially designed to support students in being successful in the school setting by providing supplemental field experiences at Bloomfield Middle School. This field-based section affords students the opportunity to become familiar with an effective middle school, to meet teachers, students, and administrators, and to be immersed in a real world setting that allows students to experience middle schooling and to get to know adolescents to develop a critical consciousness about students’ and others’ beliefs, attitudes, and practices.

The University of Alabama – Birmingham

**Developmental Reading I – Field based**: I re-designed the class EDR 440/540 Developmental Reading I class at UAB to be taught at a local inner-city elementary school including a one on one tutorial with a struggling reader. The class now also includes an early biliterate and multiliterate focus.

**Research and Problems in Reading:** I re-designed the class EDR 659 Research and Problems in Reading to be a “paperless” blackboard based class and to include a research component. All students in the class were encouraged to conduct a qualitative research project that included one interview, one observation and one document that was shared online with the other participants of the class. Final research projects were presented the last day of classes.

The University of Texas - Austin

**English as a Second Language in the Workplace Practicum Site:** with the help of the International Office and the Human Resources Office, I designed an ESL practicum cite for the EDC 384P class: ESLII: literacy to help staff members from UT to develop their English skills proficiency in the workplace as part of our service to the UT community. See supplemental materials for more information.

**New sequence of courses (FLE):** with the help of my colleagues in the Foreign Language Education program I designed a new sequence of courses in order to strengthen our commitment to teaching education and research.

**1. EDC 382S: Methods of Teaching Foreign and Second Languages I: Oral; and EDC 382S: Methods of Teaching Foreign and Second Languages II: Literacy.** I designed a sequence of two courses to develop a fuller understanding and practice of methods of teaching a foreign and second language. This sequence was developed in order to address the needs for an introductory class on methods of teaching second languages as well as a focus on oral language development followed by an advanced “cutting edge” class focused on literacy and biliteracy development. See supplemental materials for more information

**2. EDC 385G: Writing and Research Methods I: Quantitative; and**

**EDC 385G: Writing and Research Methods II: Qualitative.**

With the help of my colleagues in the FLE program, we re-designed the research sequence for the program. Before my arrival, we only had an introductory class on research in the foreign and second language situations. However, and because of the increased number of Ph.D. students conducting qualitative classroom based research, we decided to introduce a second course that I designed for the program. This class includes gathering, analyzing and presenting qualitative data to the members of the class. To facilitate small group discussions and data gathering, sharing and presenting, this class is taught in the Model Technology Class (MTC) in the school of Education and is “paperless”.

**New field based methods course in Spanish (bilingual program):**

I re-designed a new field-based course for the bilingual **cohort (EDC 371EA Reading Methods)** at a local elementary school. The course was taught in Spanish (including bibliography, course materials, online assignments and software, powerpoint presentations and final papers). It also includes a strong technology component since we were applying the college-wide laptop initiative in the bilingual classroom.

**New minor development in second language education for pre-service teachers:**

As part of a team of colleagues interested in the development of a minor in English as a Second Language for pre-service teachers, I designed a sequence of two new field base courses for pre-service teachers interested in English as a second language.

1. **EDC 350W: Practicum in English as a Second Language: All Level.** This class includes a two-week field base practicum in an elementary summer school setting followed by a two-week field based practicum in a middle school one. This class was conducted during the first summer session.
2. **EDC 370: Methods of Teaching English as a Second Language.** This class is a theoretical class about methods for teaching second language earners in the content areas. It is taught as a nine-week summer class concurrently with the practicum (EDC 350W) in order to provide students with both theoretical and practical applications of second language issues; as well as more time for reflection on the overall minor experience.

PROFESSIONAL, PUBLIC, AND UNIVERSITY SERVICE

**Discipline Based Service**

**INTERNATIONAL LEVEL**

**Alternate Board Member,** (2012)

International Reading Association (IRA)

**Scientific Committee Member, (**2012 to present)

International journal – Cuadernos Interdisciplinarios Pedagogicos

University of Quindio – Colombia.

**Vice-president (nominated),** (2008)

National Council of Teachers of English (NCTE)

One of three candidates from the elementary education section - Not elected for the position.

**Consultant,** (2004)

Aguirre International, helping with the evaluation of a USAID project in Nicaragua

**Reviewer,** (2013 to present)

“*Gilui Daat,*” *Multidisciplinary Journal of Education, Society and Culture*, published by the Institute for Progressive Education, Kibbutzim College of Education, Technology and Arts, Hakibbutz Hameuchad – Sifriat Poalim Publishing Group. “*Gilui Daat”* is the best-regarded peer-reviewed journal in Hebrew about Progressive Education.

**NATIONAL LEVEL**

**Elementary Section Steering Committee (nominated),** 2009 & 2010

National Council of Teachers of English (NCTE)

One of three candidates – not elected for the position.

**Book reviewer** NCTE – Review of professional manuscripts for the association.

**Book Review Co-editor** (2006 - 2012)

*Critical Inquiry in Language Studies* (Lawrence Erlbaum and Associates) a publication of the *International Society for Language Studies*: an interdisciplinary association of scholars who explore critical perspectives on language.

*This position is a three-year term. It includes contacting publishing companies, potential reviewers and editing their final reviews for publication in the journal..*

**Chair Elect**, (2005-2006) and **Chair** (2006 – 2008)

Bilingual Education Interest Section at the Teaching English to Speakers of Other Languages (TESOL) International organization (2005-2006)

*This position is a three-year term of chair elect, chair and past chair that began in Spring 2005. It includes setting up the annual academic sessions, group discussions and Interest section meetings.*

**Board Member**, (2003-2005)

Bilingual Education Interest Section at TESOL International

*This position is a one-year term. It includes biannual meetings and several online conversations to set up the overall schedule of activities of the bilingual interest section in TESOL.*

**Manuscript Reviewer**, (1999-present)

Foreign Language Annals *(Published by the American Council for Teachers of Foreign Language)*

System *(Published by Elsevier-Pergamon)*

*Language Learning (The Professional Journal of the National Network for Early Language Learning)*

**Proposal Reviewer**, (1999-present)

American Educational Research Association

SIG: Hispanic Research

SIG: Bilingual Education

American Council for the Teaching of Foreign Languages (ACTFL)

Teaching English to Speakers of Other Languages (TESOL)

**Consultant**, (2004 - 2012)

Jewish Theological Seminar, Hebrew Immersion Summer Program for Teachers of Hebrew in the USA. New York, NY.

**Consultant**, (2003)

Partnership in Excellence in Jewish Education (PEJE). Boston,MA.

**STATE LEVEL**

**Vice-President**, TEXTESOL (2000-2003).

*This position was a one-year term that included monthly meetings, two local conferences per year and one state-wide-conference for TEXTESOL (Texas chapter for TESOL International).*

**Consultant**, Austin Jewish Academy helping develop their curriculum, assessment and materials; Austin, TX (2000-2006).

**University Based Service**

***Department Level***

**Montclair State University**

Scholarship committee, 2014 to present

Department of Secondary and special education

*Responsibilities include setting the criteria for selection of awards for the outstanding students in the program both at the undergraduate and graduate levels.*

Chairperson, 2009 – 2013

Department of Secondary and Special Education

*Responsibilities include being the Fiscal Agent of a 3 million Dollar budget; Manager of four staff members; Mentor of 17 faculty members in the department (promotion, tenure, grant procedures); Curriculum development and accreditation processes for 5 different programs in the department; Stewart of 1500 undergraduate and graduate students in the department (helping develop orientations, open houses, grievance procedures, etc.) among other responsibilities.*

**The University of Alabama – Birmingham**

**Advisor**, 2006 – 2009

Undergraduate TEP students and 5th Year students for Early Childhood and Elementary Education.

*Responsibilities include interviewing between 40 and 50 students a year, prior to be accepted into the Teaching Education Program (TEP), advising them throughout the program, evaluating their comprehensive exams, and assessing their exiting portfolio projects.*

**The University of Texas - Austin**

**Advisor,** 2000-2003

Masters’ level advisor for the foreign language program

*Responsibilities include conducting two annual orientations for about 20 to 25 masters degree students each year, and individually advising all master degree students seeking English as a second*

***College Level***

**Montclair State University**

**Member,** 2015 to present

ELL Task Force

**Member,** 2014 to present

College Elections Committee

**Member,** 2009 – 2013

Leadership Team

*Responsibilities included a bi-monthly meeting with all the other chairpersons and deans of the college to discuss issues related to policies and all other academic efforts related to the college.*

**The University of Alabama – Birmingham**

**Co-Chair**, 2006 – 2009

Diversity Committee

*Responsibilities include chairing the monthly meetings of the committee, preparing school wide initiatives for recruitment and retention of culturally and linguistically diverse students, staff and faculty.*

**The University of Texas – Austin**

**Chair,** 2003 – 2006

Graduate Studies Committee (GSC) for the Foreign Language Education (FLE) Program

*Responsibilities include scheduling, preparing and chairing two biannual meetings of the Graduate Studies Committee that oversee students advancement to candidacy, termination of students’ candidacy, development of new directions for the program such as new course development, new course sequences, and new procedures. The GSC of FLE is an interdisciplinary GSC composed of 41 members from many different departments at the University and is servicing a student body of 100 graduate students.*

**Member**, (2003 – 2006)

Undergraduate Curriculum Committee – School of Education

*Responsibilities include participating in several meetings per semester to discuss and resolve issues related to the college-wide curriculum issues such as new program developments, new undergraduate teaching preparation programs and initiatives, and overall curriculum alignment to new state mandates.*

***University Level***

**Montclair State University**

**Workshop developer** (2014)

Academic writing in English – Fulbright scholars and students.

*Developed and conducted a three day workshop about academic writing in English for all the Fulbright scholars and students. This workshop is a pilot study to create a similar experience for all new Fulbright participants at MSU in the future.*

**Member,** (2009 – 2013)

Chairperson Team

*Responsibilities include participating in two meetings during the year to discuss policies and practices pertaining to all chairpersons at MSU*.

**At the University of Alabama - Birmingham**

**Alternate Senator,** 2007 – 2009

Faculty Senate

*Responsibilities include attending Senate meetings and representing the interests of the School of Education in the campus wide academic community as well as reporting back to the academic unit about university wide initiatives.*

**Member,** 2007 – 2009

Finance Committee – UAB Senate

*Responsibilities include attending finance committee meetings and representing the interests of the School of Education in the committee as well as reporting back to the academic unit about new finance committee initiatives.*

**The University of Texas – Austin**

**Advisor,** 2000 – 2002

Fulbright Young Scholars Program

*Responsibilities include meeting with the young scholars on a regular basis. With one of these young scholars, I presented a paper at a local conference and wrote a article in the Texas Papers for Foreign Language Education (TPFLE). See supplemental materials.*

**Member**, (2002 – 2006)

International Education Fee Scholarship Selection Committee – International Office *Responsibilities include three meetings a semester to review approximately 500 applications a year to award scholarship for international travel and research within the university international office sponsored projects*.

**Invited Member**, (December 2004)

National Commission on Writing for America’s Families, School and Colleges

*Responsibilities included participating and giving feedback in a workshop on the National Commission’s agenda on second language learners in particular.*

**Member,** (April, 2003)

Academic English Program Colloquium

*Responsibilities included making a presentation and answering second language students’ questions about graduate level programs at the University of Texas.*

**Participant**, (2003 – 2006)

Hispanic Organization Meetings

ASSOCIATION MEMBERSHIPS AND ACTIVITIES

1993- Present IRA: International Reading Association

1995- Present NCTE: National Council for Teachers of English

1995- Present TESOL: Teachers of English to Speakers of Other Languages

1999- Present AERA: American Education Research Association

1993- 2010 NAPH: National Association for Professors of Hebrew

1995- 2009 NABE: National Association for Bilingual Education

1995-1998 KATESOL: Kansas TESOL Organization

1995-1998 MIDTESOL: Midwest TESOL Organization

1990-1992 SCRIPT: Special Committee for Research in Processing of Texts.

Ben-Gurion University of the Negev, Israel

1990-1992 MOFFET: Institute for research and development of special programs for the instructional staff of colleges of education. Levinsky College.

**References\*:**

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Dr. Joan Wink

Professor Emerita

College of Education

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Dr. Jaime (Haim) Grinberg

Professor

Department of Educational Foundations

College of Education and Human Services

Montclair State University

Montclair, NJ

Email: grinbergj@mail.montclair.edu

Dr. Shelley Taylor

Associate Professor

Curriculum Studies and Studies in Applied Linguistics

Western University

London, Ontario – Canada

Email: tayshelley@gmail.com

\* Letters of recommendation available upon request